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# THE JOURNAL OF THE AFR

## IN THIS ISSUE:

**September, 1948**

**Volume VIII, Number 1**

**COLUMBUS RADIO INSTITUTE, 1948**

by Anne M. Rickard . . . . . 3

**BRINGING THE PAST TO LIFE**

by Richard Palmer . . . . . 5

**PROGRAM PLANNING FOR AN EDUCATIONAL FM STATION**

by Roberta Bishop Freund . . . . . 9

**RECORDINGS ARE HERE TO STAY**

by Clarence G. Broderick . . . . . 11

**OTHER FEATURES:** WHO? WHAT? WHERE? WHEN? inside front cover. EDITORIAL, page 1. THE PRESIDENT'S PAGE, page 2. SCHOOL BROADCAST CONFERENCE, pages 6-7. RADIO CONFERENCES, page 12. IDEA EXCHANGE, inside back cover. ALPHA EPSILON RHO, back cover.

**THE ASSOCIATION FOR EDUCATION BY RADIO**

# Who? What? Where? When?

**Clear Only If Known** is the topic of a most interesting essay by Dr. Edgar Dale which appears in *The News Letter*, May, 1948.

**Hazel Kenyon Markel's** program, *D. C. Dateline*, received an award recently as "the outstanding radio program of the drive" for selling savings bonds in the District of Columbia.

**E. H. Andresen**, chief engineer, Station WBEZ, Chicago public schools, has prepared a mimeographed book, *Handbook for Control Room Operators*, a few copies of which are available at \$1 each. Write him at 228 N. La Salle St., Chicago 1.

**School Broadcast Conference**, twelfth annual meeting, will be held at the Sherman Hotel, Chicago, October 13-15. The tentative program is now available and can be secured from the School Broadcast Conference, 228 N. La Salle St., Chicago 1.

**Kathleen N. Lardie**, AER past president and supervisor of radio, Detroit public schools, has an interesting article, "Radio and the Classroom," in *Think*, the monthly magazine published by International Business Machines Corporation, New York. It briefly highlights utilization practices.

**Hazel Kenyon Markel**, director of community service, education, and public relations, Station WTOP, Washington, D. C., was recently awarded a citation for her "high sense of loyalty, devotion, and initiative in the best interests of our nation" by the U. S. Marine Corps, Division of Reserve.

**Communism—U. S. Brand**, was the title of a full hour documentary presented by the American Broadcasting Company on Monday, August 2 at 9 p.m., EDT, and rebroadcast August 8. The script was written by Morton Wishengrad and was the second in the 1948 series of ABC documentaries.

**James G. Hanlon**, *AER Journal* editor when the magazine was first published in September, 1941, was promoted, August 2, to the post of public relations director of Station WGN, Chicago. Mr. Hanlon had been a member of the WGN public relations staff since 1943 and assistant director since 1946.

**The Radio Council—Aire** is the name of a new mimeographed publication which has as its purpose the exchange of information among radio councils. It is planned as a quarterly publication. Vol. 1, No. 1 was issued in July, 1948, Margaret Stoddard, 2506 B Ave. N. E., Cedar Rapids, Iowa, is the Editor.

**National Association of Broadcasters** has set up a list of 109 depositories for literature on radio broadcasting in libraries throughout the U. S. All libraries on this list, which includes the leading university and public libraries of the nation, will receive automatically all publications of the NAB, the FREC, the networks, and other sources which may join the depository plan.

**Station WIDS**, Toledo, the new FM station of the Board of Education, went on the air with an operating schedule of five days a week on May 11.

**Dr. E. W. Ziebarth**, director of education for CBS, Central Division, is the new chairman of the Speech Department at the University of Minnesota, replacing Frank Rarig who retired on June 30.

**Frieda B. Hennock**, New York corporation lawyer, was appointed to the FCC by President Harry S. Truman last May. Miss Hennock has no radio background but is widely known in legal and political circles.

**Elizabeth E. Marshall**, program director, Station WBEZ, Chicago, addressed Detroit art educators at Station WDTR in May. Creative radio art exhibits from the Chicago public schools "sold" the Detroit teachers and supervisors of art on radio as an art motivator.

**The Australian Broadcasting Commission** has published a number of excellent guide books for their classroom programs. Program planners will find many helpful suggestions. Copies may be secured from Australian Broadcasting Commission, 630 Fifth Avenue, New York.

**A Teacher's Manual** to accompany the scripts in the *American Heritage* series has been prepared by Elizabeth E. Marshall. The scripts are distributed by the Script Exchange, U. S. Office of Education; the Manual from the Chicago Radio Council, 228 N. La Salle St., Room 701, Chicago 1.

**Dr. Harry J. Skornia**, director of radio, Indiana University, left during the summer for Germany where he became chief, Education and Religious Affairs Branch, I A & C Division, Office of Military Government for Germany. His assignment is to raise the level of production at all German radio stations.

**C. Walter Stone**, special radio research assistant, New York State Education Department, has an article, "Television—Adult Education's New Look," in the summer issue of *Film Forum Review*, educational quarterly published by the Institute of Adult Education, Teachers College, Columbia University.

**George Jennings**, new AER President, devoted four weeks the past summer to an AER "Good Will Tour" of the Western States—California, Washington, Oregon, Idaho, Montana, and Colorado. He plans to report these activities at the AER meetings at the forthcoming School Broadcast Conference in Chicago.

**Justin Miller**, president, National Association of Broadcasters, delivered a forceful address, "Radio Broadcasting—A Profession" at the NAB Convention in Los Angeles on May 17. It was in defense of the Standards of Practice which were adopted the next day. Copies may be secured by writing the NAB, 1771 N St., N. W., Washington 6, D. C.

**Gertrude Novokovsky**, radio assistant, Philadelphia public schools, has an article, "Radio and the Language Arts," in *Elementary English*, February, 1948.

**The AER Television Committee** has several new TV scripts which AER members may secure free for study purposes. Write AER Television Committee, 228 N. La Salle St., Chicago 1, enclosing postage.

**Dr. John W. Studebaker**, U. S. Commissioner of Education, and strong supporter of educational radio, resigned his post July 15 to become vice-president and chairman of the Editorial Board of *Scholastic Magazines*.

**Ferron Halvorson** teaches courses in radio at St. Olaf College, Northfield, Minnesota, serves as assistant professor of speech, and has certain duties connected with the college's station, WCAL. He received a master's degree in radio from the University of Denver in 1947.

**Oregon State Broadcasters Association** presents three \$100 scholarships each year to students in the junior year at Oregon State College and the University of Oregon. Awards are presented for work in the fields of music, engineering, and writing and production, as they are allied to radio.

## NATIONAL OFFICERS

**GEORGE JENNINGS**, President, director, Chicago Radio Council, 228 N. La Salle St., Chicago 1.  
**BETTY T. GIRLING**, First Vice-President, director, Minnesota School of the Air, University of Minnesota, Minneapolis 14.  
**ALLEN MILLER**, Second Vice-President, director, Rocky Mountain Radio Council, 21 East 18th Avenue, Denver 2.  
**GERTRUDE G. BRODERICK**, Secretary, radio education specialist, U. S. Office of Education, Washington 25, D. C.  
**BLANCHE YOUNG**, Treasurer, radio consultant, Indianapolis public schools, 150 North Meridian Street, Indianapolis 4.

## PAST NATIONAL PRESIDENTS

**HAROLD W. KENT**, president, Kamehameha schools, Honolulu, Hawaii.  
**I. KEITH TYLER**, director of radio education, Ohio State University, Columbus 10.  
**KATHLEEN N. LARDIE**, director, Station WDTR, Detroit public schools, Detroit 6.  
**WILLIAM B. LEVENSON**, assistant superintendent of schools, Cleveland, Ohio.

## REGIONAL PRESIDENTS

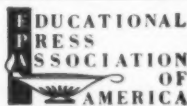
**RUTH WEIR MILLER**, Northeastern, educational director, Station WCAU, Philadelphia 3.  
**PARA LEE BROCK**, Southeastern, director of education, Station WATL, Atlanta, Georgia.  
**BLANCHE YOUNG**, Great Lakes, radio consultant, Indianapolis public schools.  
**RUSSELL PORTER**, West Central, Department of Communications, University of Denver.  
**SHERMAN P. LAWTON**, Southwestern, coordinator of radio, University of Oklahoma, Norman, Oklahoma.  
**JAMES MORRIS**, Pacific Northwest, director, Station KOAC, Corvallis, Oregon.  
**JOHN C. CRABBE**, Pacific Southwest, director of radio, College of the Pacific, Stockton, California.

## ALPHA EPSILON RHO

The Association sponsors Alpha Epsilon Rho, an undergraduate professional fraternity in radio.  
**BETTY THOMAS GIRLING**, Executive Secretary, director, Minnesota School of the Air, University of Minnesota, Minneapolis 14.

## AER JOURNAL STAFF

**TRACY F. TYLER**, Editor, University of Minnesota, Minneapolis 14.  
**VIRGINIA S. TYLER**, Assistant to the Editor, 1564 Fulham St., St. Paul 8, Minnesota.  
**GEORGE JENNINGS**, Business Manager, director, Chicago Radio Council.



matter October 2, 1945, at the post office at Chicago, Illinois, under the act of March 3, 1879. The Association for Education by Radio is incorporated under the laws of the State of Illinois as a non-profit organization for the purpose of furthering the best interests of radio and education.

The Journal of the AER, published monthly except June, July and August by the Association for Education by Radio. Association and Business Office: 228 North LaSalle Street, Chicago 1, Illinois. Editorial Office, to which all material for publication should be sent: 111 Northrop Memorial Auditorium, University of Minnesota, Minneapolis 14, Minnesota. The Journal of the AER goes to all members of the Association. Annual dues \$3, of which \$2 covers a year's subscription to The Journal of the AER. The payment of dues entitles a member to attend all meetings of the Association, to hold office and to receive services. Send applications for membership to 228 North LaSalle Street, Chicago 1, Illinois. Advertising rate card sent on request. The Association assumes no responsibility for the point of view expressed in editorials or articles. Each must be judged on its own merits. Entered as second-class matter October 2, 1945, at the post office at Chicago, Illinois, under the act of March 3, 1879. The Association for Education by Radio is incorporated under the laws of the State of Illinois as a non-profit organization for the purpose of furthering the best interests of radio and education.

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SEPTEMBER, 1948

# JOURNAL

VOLUME 8, NUMBER 1

TRACY F. TYLER, Editor

VIRGINIA S. TYLER, Assistant to the Editor

GEORGE JENNINGS, Business Manager

## Will You Help?

**D**ID YOU EVER TRY to live in a house trailer for six weeks? Did you ever drive through the hottest part of the country between mid-June and late July? The Editor did just that during the early part of the past summer; visited ten western states, and drove more than 6,000 miles in the process. Accompanying him were his wife and two younger sons, ages 6½ and 8.

Perhaps he didn't have as quiet and relaxing a vacation as he could have had by spending the same length of time on one of the cool lakes in Northern Minnesota, but it was different and provided the opportunity to see some interesting parts of the country and to visit numerous relatives and friends, including his father in Claremont, California, a brother in Santa Maria, California, and a daughter and her family in McCook, Nebraska.

Now that he is back at his desk, revitalized for the year's work which lies ahead, he faces the more concrete and realistic problems which an editorship inevitably involves. Perhaps you would like to know more about them.

**The Editor Has Problems**—During his four years as Editor, the most difficult and taxing problem has been that of finding suitable material for publication. Deadlines are rigid. A magazine, like a show, "must go on" and the various steps involved in its publication must conform to a regular time schedule. Yet voluntary contributors have never been as numerous as they might have been, the return has never been high on manuscript solicitation, and first-class material has always been scarce. Never has there been a staff [paid or volunteer] upon whom he could depend for gathering articles, stories, personal items, and the like. There should be!

The Editor has no secretarial staff which he is permitted to use for carrying on necessary JOURNAL correspondence. He and his wife do all of the editing, estimating, and reading of galleys and page-proof on every issue. Necessarily, most of this work has to be done at night and on week ends.

Last year the Editor reached the point where he felt that he must resign his post. The work required too much time and energy; he had numerous other major responsibilities, both on and off campus; another year of such sacrifice was more than he could afford. He wrote the President of the AER that he just couldn't continue beyond the school year, and asked to be relieved of his duties after publication of the May, 1948, issue. But pressure was brought to bear and, at the Columbus meeting, he relented and agreed to continue for at least another year, provided that more assistance were forthcoming.

What kind of assistance can members provide to make the Editor's task easier?

**What Is Required?**—First, each individual member should be on the lookout for radio education projects of all

kinds which, when written up, would prove suitable for publication as articles. Surely, each month, there is one project of this nature taking place in each Region. Actually, there must be at least one each month in each of the more populous states. When he finds such projects he should see that they get written up and reach the Editor promptly.

Second, announcements of radio education meetings, or of sections on radio education in general educational meetings, should be sent to the Editor in time for publication well in advance of their occurrence. These advance announcements should be followed by short, critical summaries prepared and mailed to the editorial office immediately after the conclusion of the meeting.

Third, every time an AER member does something of particular significance, assumes a new position, is elected or appointed to an important office, or receives any honor, that fact should be communicated immediately to the Editor so that adequate recognition can be given in an early issue of the JOURNAL.

For four years the JOURNAL has been essentially a one-man enterprise. Yet it is just too big a job for one man to do on top of a full-time position. Unless the membership recognizes the seriousness of the situation and renders significant assistance immediately the Editor has no alternative but to surrender his office.

**Volunteers Needed**—This is a call for AER members to volunteer to assume responsibility for sending material regularly to the Editor. If a dozen individuals will volunteer immediately and really function actively as Contributing Editors, the future of the JOURNAL will be assured. Don't wait! Telephone, telegraph, or write the Editor now!

**Deadline**—Normally, material intended for JOURNAL publication should be in the hands of the Editor on the first of the month preceding the month of issue. However, material which cannot be secured that soon can generally be used if it arrives during the first ten days of the preceding month. This later deadline applies particularly to personal items and reports of meetings, and every effort is made to include them up until the copy is sent to the printer.

**Busy Year Ahead**—Everything points to many important developments in the radio education field in the coming year. There have been changes in the FCC. The NAB has adopted a new code. Radio's "give away" programs are under attack. Educational institutions are building FM stations. TV is expanding rapidly and educators are giving much thought to their responsibilities in this new area. The FCC is being criticized for curbing the issuance of special authorizations for night-time broadcasts of outstanding educational programs by daytime educational AM stations.—TRACY F. TYLER, Editor.



## The President's Page

THE PRESENT ADMINISTRATION of the AER is an interim one inasmuch as we are partially functioning under the new Constitution which was adopted and went into effect May 1, 1948. I say "partially functioning" since some features of the new Constitution cannot possibly take effect until the election of new officers and their installation May 1, 1949. As I see it, the most pressing problem now facing us is the reorganization of the regional associations and a clarification of the relationship between local, state, and regional associations to the national AER. I believe also that the entire relationship of Alpha Epsilon Rho and the national organization should be reconsidered.

I refer to the January, 1948 issue of the *Journal* in which the Constitution was printed. You will note in Article 3, Section 1, we set up eight regions. In Section 3 we seemed to give the impression that regional associations shall organize, adopt a constitution and then present it to the Executive Committee for action. In Section 4, the Constitution quite definitely states that "state and local associations may be organized as affiliates of the regional associations upon terms prescribed by the respective regional association."

I believe that the members in each regional grouping of states should be notified that they should hold an election, except in those regions where a recent election was held. The expenses of this mailing will have to be borne and charged to whatever money the regional associations have on deposit with the Treasurer. It will take at least two mailings: one for them to nominate their candidates, and the second for the actual voting. In order to facilitate the mailing and to include only those names which are on our master mailing list, this work should be done by the central office.

After the regional presidents are elected, they automatically become members of the Board of Directors and the Executive Committee—AER. Immediately following their election, the regional presidents should contact their local groups and clarify the regional's relationship to them. After the election of regional officers, the Board of Directors and the Executive Committee

should, if at all possible, have a meeting and thresh out such problems as the dues, charter, and constitution.



GEORGE JENNINGS, director, Chicago Radio Council-WBEZ, and the new president of the Association for Education by Radio.

I believe the Executive Committee should immediately appoint four Directors-at-Large so that our organizational plan under the new Constitution will be activated.

Another extremely pressing problem facing us is the necessity of raising adequate funds for our year's work. Experience has shown that the AER needs \$500.00 a month to publish an adequate *Journal* and carry on its activities. We approach the current year with considerably less than this.

In the past, each new Alpha Epsilon Rho member became an associate member of the AER and \$2.00 of his initial fee was paid to the national as a subscription to the *Journal*. These associate members expire, however, at the end of one year and they are not usually renewed, even though they continue as Alpha Epsilon Rho members for one or two years more. I am of the opinion that the *Journal* would become of increasing importance to these young people as they approached their graduation. The whole point of their subscribing at all was to serve as a "feeder" to the *Journal*. If the national organization is going to sponsor Alpha Epsilon

Rho, I should think that the relationship between the two organizations would be much closer.

The question of a national high school radio workshop organization to be sponsored by AER came up briefly at the Columbus meeting. I am of the opinion that this is a good idea and feel that a strong organizational committee made up of high school workshop directors should at once go to work on it. I believe it will be possible through bulk mailing to send each high school member a *Journal* at the very nominal fee of one dollar a year. However, we should plan on a definite high school workshop section in the *Journal* and actually give them something that would be of service to them. This might be a script, discussion of production, production talks, and so forth, as well as news of their activities.

I suggest that the national officers nominate members of a new *Journal* Editorial Board in cooperation with and with the advice of Doctor Tracy F. Tyler who has consented to continue as Editor of the *Journal*. These Board members should be key people in the regions, who will send to the Editor news concerning educational radio activities in their territories. These educational radio activities might be concerned with commercial station operation as well as educational station operation. The AER has some 100 or 150 stations represented on its list. The *Journal* might well be a clearing house for sustaining and educational program ideas.

Even though it will cost us some money, I am of the opinion that we should use far more pictures of classroom and station activities in the *Journal*. I believe that this would be money well spent.

In conclusion, may I suggest that the national officers, this year particularly, must assume a heavy responsibility, namely the responsibility of holding the AER together, reorganizing under the new Constitution and passing on a stronger association to the officers to be elected in March, 1949. This does not give us much time and we are going to have to ask you to make some sacrifices and probably spend some of your own money. I personally think that AER is worth it.—GEORGE JENNINGS.

# Columbus Radio Institute, 1948

**T**HE DISTINGUISHED CANADIAN PSYCHIATRIST, who arose to address guests attending the traditional dinner at Ohio State University's Institute for Education by Radio, began: "I have been rather puzzled by the invitation I received to speak to this group." Some of the educators and broadcasters at the eighteenth annual radio education conference also were a little puzzled. What had Dr. Brock Chisholm, executive secretary of the UN's World Health Organization, to say on the subject of broadcasting? What he had to say, however, constituted a dramatic highlight in a four-day conference characterized by thought-provoking discussions and practical demonstrations.

In a brilliant address, delivered without benefit of notes or script, Dr. Chisholm stressed the potency of radio as a medium of world education for maturity. Current civilization, he said, is urgently in need of such education, if the human race is to survive.

He continued, "We are the kind of people who fight each other every fifteen or twenty years, as all our ancestors have been through all time. This pattern must change rapidly if we would have any hope of our children finishing out their lives." His calm, dispassionate delivery served to heighten the drama of simply spoken, authoritative words.

"I hope the time may come," he said, "when every person speaking on the radio will think not only in terms of how this may affect the local people . . . but how it may affect the people listening or to whom it will be relayed on the other side of the world." Scoring "internationally irresponsible politicians or radio commentators," he stated: "We cannot afford to have immature, self-centered people with high ego necessities and power complexes in positions where they will make disastrous trouble for us."

He concluded, "The greatest industry in the world clearly and obviously is the bringing up and the education of the next generation. Radio carries inevitably a very large part of that responsibility. Everything that radio does helps or hinders the development of someone to maturity. Unless we can get enough mature people in enough

places soon enough, we have little hope of the future."

Dr. Chisholm's spirited and dramatic



DR. BROCK CHISHOLM, M.D., executive secretary, World Health Interim Committee, United Nations, addressing the annual dinner, Institute for Education by Radio, Columbus, Ohio, May 2.

challenge to educators and broadcasters was a fitting climax to one of the most successful conferences yet conducted in the Institute's eighteen-year-old history. A possible key to the effectiveness of this year's event lay in the fact that a large percentage of the 1,068 in attendance represented a "working" bracket in radio, education, and allied fields. Lacking perhaps some of the lustre of "big names," the large representation of program directors, public service managers, producers, writers, and others in a similar category, contributed in great measure, Institute officials feel, to the "meatiness" of the four-day program.

Two notably "meaty" general sessions were the official opener, in which five award-winning commercial broadcasters made use of transcriptions and play-by-play descriptions to demonstrate effective program building, and the Sunday morning meeting on documentary programming in which similar techniques were employed. The "meat" of the former, chaired by Tedd Cott, WNEW's able vice president in charge of programs, was well spiced with

chairman Cott's attack on "intellectual dictatorship" of educators and their criticism of the commercial broadcaster's public interest programming. "American radio," said Mr. Cott, "is the best in the world."

Panel member Ben Park, WBBM's writer-producer and Peabody award winner, said that it was also the worst. Answering one of Cott's questions, he added that if educational radio doesn't experiment, nobody will. He said, "I don't think that we can go on regarding public service programs as something to be played to the Saturday afternoon, late-at-night, or Sunday morning audiences. I think we have to regard public service programs just as highly as commercial programs."

Broader in scope than the program building sessions, but realistic in its approach, the Saturday morning general session on international radio featured Charles Thayer, then acting chief of the State Department's International Broadcast Division, and Dr. Luther H. Evans, librarian of Congress and member of the U. S. National Commission for UNESCO.

Dr. Evans described UNESCO as "the most solidly intellectual diagnosis and prescription for the long-range health of the world that has been made to date." Referring to statesmen's criticism of the slow pace of its program, he said, "It is slow-paced, if expectancy of results is what is meant. The defenses of peace in the minds of men are not built overnight; they are instilled into the daily habits of mind of rising generations. . . . This does not mean that the energy which we give to the advancement of UNESCO's program must be slow paced, for if we count too heavily upon that ultimate generation whose will is to be made toward peace, we may be counting upon a little man who will not be there."

The 1948 keynote of practicality, which dominated many Institute sessions, was strikingly evident in down-to-earth work-study panels, section meetings, and clinics devoted to a consideration of workable techniques in specialized broadcasting areas. Among the smaller group meetings receiving special plaudits of conferees were those dealing with agricultural broadcasts, music programs, adult education by

radio, college radio training, listener councils, national organizations and radio, radio production, and children's programs. During the outstanding children's program session, chairman James Macandrew, WNYE coordinator of broadcasting, called upon a "juvenile jury" of Columbus school children to tell four top-flight producers what they liked and didn't like in radio programs.

Speaking before a work-study group on National Organizations, Edythe J. Meserand, assistant director of news and special features at WOR, stressed the need for organizations interested in broadcasting their message "to select carefully the person who is to handle their radio activity. . . . That person should be versed in radio and radio showmanship and know how to work with script writers." To get good results in public service programming, said Miss Meserand, cooperation and understanding between national organizations and radio stations are necessary.

At the forum on listener councils, Mrs. R. M. S. Heffner, a member of the Wisconsin Association for Better Radio Listening, revealed that the Wisconsin program this year had nearly 2,000 observers who listened to some 10,000 programs. The double-barrelled objective of the program, Mrs. Heffner described as "definite and balanced thinking about radio" and the encouraging of good programs now on the air. R. Y. Davis, radio chairman of the Ohio Congress of Parents and Teachers, in the same meeting condemned the commercialism of networks, asking, "Is commercial gain so dear that

the networks will sell the ideals of youth down the river of horror and crime?"

The thought that educators may be selling American youth short was expressed by Dr. Tracy F. Tyler, associate professor of education at the University of Minnesota. Educators are guilty, said Dr. Tyler, when "we lead them to believe that by taking a few specialized courses in radio, they will be ready to make their living, and a good living too, in the radio field." He observed that "vocational training privileges under the G.I. Bill are often exploited by proprietary schools, sometimes even by otherwise reputable private colleges, through providing professional radio training for vocational objectives alone to veterans who lack the essential elements for professional success."

Outstanding among the evening section meetings was the attention-getting panel devoted to "A Critical Look at Radio Criticism" which starred five nationally prominent, behind-the-scenes radio experts, under the chairmanship of Saul Carson, widely known magazine radio critic. Higher standards of radio criticism, based on intelligent understanding of radio production problems, were demanded by the national presidents of the Radio Writers' and Radio Directors' guilds, and by the president of the New York Chapter of AFRA. They are respectively, writer Erik Barnouw, director Earle McGill, and announcer Nelson Case. The three were joined in their demands by Robert Saudek, ABC vice president of public affairs; and Natalie Flatow, radio director of the Girl Scouts of the United

States.

Addressing a section meeting on Adult Education by Radio, Dr. Harry J. Skornia, Indiana University radio director, charged both radio and education with falling down on the job. "On the basis of surveys which reveal an abysmal ignorance of world, national, and local problems even, I am convinced that radio is not doing a serious adult education job," he said. "If the job is to be done," he added, "universities, the source of the very things needed, not only can but must be tapped. They must convince their professors, as they did during the war, that ivory towers must allow microphones and cameras, or they may not be there tomorrow."

Long convinced that open-minded consideration of problems by those concerned with broadcasting will lead to improvements and solutions, Institute leaders were particularly gratified with the freedom of expression displayed by speakers. That freedom, evident in many sessions throughout the four-day conference, was also demonstrated in the special Radio and Government session held Sunday morning. Originating at the meeting, a special "Columbus Town Meeting" program was broadcast over WBNS, airing the debate on "Should FCC Have Any Control Over Programs?"

Taking an affirmative position, Dr. Peter H. Odegaard, former president of Reed Collège, argued that the FCC through the Blue Book merely undertook "to define in more specific terms the standards to be applied in the licensing of radio stations." W. Theodore Pierson, Washington attorney, vigorously denied the right of the government agency to act as the sole judge of what the radio listener should hear. Regarding the FCC's function in examining licensees, he said, "The Commission should admit any evidence that bears upon their abilities to fulfill this public trust. They should stop short, however, where it comes to the point where the FCC is deciding what you as listeners either want to hear or should hear."

Featured on the Institute dinner program Sunday evening, in addition to Dr. Brock Chisholm, was a three-member panel of radio editors in an "Appraisal of the Medium, 1948." The brunt of the blame for "whatever is wrong with radio" went to the Ameri-



DR. PETER H. ODEGAARD [right], distinguished educator, who discussed "serious radio" in America at the closing session of the Institute for Education by Radio, Columbus, Ohio, May 3, is welcomed by Dr. I. KEITH TYLER, Institute director.



can listener. Saul Carson, in answering the complaint of commercialism, blamed the listener for giving broadcasting the right to use the air for direct advertising. Dean A. Myers, *Columbus Dispatch* radio editor, also credited the listener for some of broadcasting's ills because "A large portion of the public is willing to accept formula and set patterns proffered by the radio industry." Praising the documentary as a "white hope of education in radio," Robert Stephan, veteran *Cleveland Plain Dealer* radio editor, hit the commercial broadcasters for giving public service shows bad time spots and said education "must stop being a beggar on commercial radio's doorstep."

The closing session, devoted to the topic of "Serious Radio in America," presented Dr. Odegard in a second appearance as Institute speaker. The lithe-tongued West Coast educator deplored the fact that much that is broadcast on the radio has no other purpose or design than to arouse people's emotions. He urged "people who are engaged in the operation of the most extensive medium that we know to have some respect for the way in which those words are used. Use them to build a new civilization, to conserve the present one in the process and not to tear it down and destroy it."

He suggested that if commercial radio were "less obsessed with the idea

that it must have a mass audience for every program, and that every program must be built to fit a mass audience, we could accomplish more." "What I should like to see," said Dr. Odegard,



CLIFFORD J. DURR, *FCC commissioner* [left], is congratulated by Dr. I. Keith Tyler upon being awarded a life membership in the Institute for Education by Radio at the annual dinner in Columbus, Ohio, May 2.

"is more programs on an experimental basis . . . types of programs that will appeal to the rational side of man in greater number than we have at the

present time."

Indications of the weight of IER awards in the industry were revealed in the number of programs entered in the twelfth annual Exhibit of Educational Radio programs. An all-time high total of 600 programs was submitted in this year's contest, for which awards were announced at the close of the Saturday morning general session. Foremost among the network award winners was the Columbia Broadcasting System, which took six "firsts" in the Exhibit. The network entries were again judged "live" in New York by a special panel of judges, with James MacAndrew, WNYE program coordinator, serving as New York coordinator.

Dr. I. Keith Tyler, Institute director, in announcing plans for next year's conference, said of the 1948 meetings, "According to testimony of those who attended, this was one of the most practical and down-to-earth Institutes we have had. We are delighted at the splendid cooperation from both educational representatives and the commercial broadcasters in arranging the program. Next year, to make it more convenient, we are changing the dates so the convention will close Sunday, enabling most of our people to get back to their desks Monday morning." The 1949 Institute will be held in Columbus May 5-8.—ANNE M. RICKARD, Ohio State University.

## Bringing the Past to Life

**S**CHOOL RADIO IN BRITAIN, which has given a nation-wide service for nearly a quarter century has had, for nearly 20 years, the guidance of a Council widely representative of expert opinion in the world of education, with its own officials providing a continuous study of problems at the "listening end."

The school radio service aims at providing children with experience, in contrast to that summarized knowledge which comes through the words of teacher and textbook. A school broadcast in Britain is not a lesson or a sort of pre-fabricated substitute for the teacher. It may contain direct teaching, and generally does, but that is not its main purpose. Its essential purpose, in nearly all cases, is to enrich the children's experience on which the teacher can build.

That enrichment may take many

forms: hearing a great orchestra introduced by an eminent musician, listening to first-class actors presenting a scene

*In this article, the author, former lecturer in education, University of Liverpool, a member of the School Broadcasting Department, British Broadcasting Corporation, from 1940-47, and author of School Broadcasting in Britain, tells how school radio in Britain brings the past to life. This article was secured through the British Information Services and was written exclusively for the AER Journal.*

from Shakespeare, meeting through the ear people with a first-hand story to tell, sharing in a great historical occasion faithfully represented in dramatic form, or living in the world of a story brought to life through radio drama.

Until last year, at the "studio end," Britain's school radio was under the immediate direction of Mary Somerville, a woman who combines an understanding of children and of radio with great intellectual powers and a forceful personality. This last gift has been as important for the development of school radio in Britain as the others. It has meant that the service has now very large resources at its disposal within the British Broadcasting Corporation, including a big program staff, recruited in the main from the cream of the teaching profession, and then trained in the special methods of school radio. The listening-end staff, under the School Broadcasting Council, has been expanded correspondingly, so that everything that goes out over the air can be planned and tested in relation to conditions in the classroom.

[please turn to page 8]

*You* are cordially invited (or to  
representative to) the 12th Meeting  
Broadcast Conference at the  
Chicago, October 13, 1961  
made directly the host

## **School Broadcast Co.**

228 N. La Salle Street

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12th Meeting of the School  
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Chicago, Illinois

[concluded from page 5]

With such advantages school radio in Britain has contributed to nearly all the usual subjects of the school curriculum, and done much to break down the barriers between them, to link school with life, and to introduce new topics which might otherwise only rarely find a place in the school timetable.

School radio's aim, of enriching the experience of children, is well illustrated by the way radio makes history live.

How many children gain experience of the past? The school expedition can travel through space, but not through time. The first-hand testimony of the adult can take children back at most some fifty or sixty years. Local survivals as well as specimens and dioramas in the museum may help, but their range is limited. The teacher is therefore thrown back on less direct forms of historical experience to bring the past to life—the still picture, the film, the play, contemporary writings, and radio.

The most obvious means of bringing the past to life by radio is radio drama. In school radio in Britain this method has been used extensively since very early days, and not only in broadcasts specifically labeled "history." In science broadcasts, for example, the stories of great discoveries are frequently presented in dramatic form as a means of leading to modern knowledge and showing its links with the past. In a series of broadcasts on English or music there may be included dramatic biographies of writers or composers. Broadcasts on citizenship may be enlivened by dramatized stories of some of the pioneers of modern institutions.

The dramatic reconstruction of past events calls for imagination and scholarship in proportions depending on the adequacy of historical sources. One broadcast first given many years ago, dealt with the events which led to the English civil war, and included the famous scene in which King Charles I came in person to the House of Commons to arrest five Members who had opposed him. All that was said on that occasion was taken down at the time, so every word in this broadcast scene was authentic. In such a case, the imaginative task of the scriptwriter is small, but the actors and producer have still to give a true historical rendering of the words in the script. Assuming that they do so, we have here something

that comes very close to an actual experience of the past, though it comes to us through one sense only.

Historical events which are as completely documented as this are rare, but there are very many about which we have sufficient information to make a dramatic reconstruction with some confidence. Such reconstructions differ, no doubt, from the real thing in several ways as a result of imperfect knowledge, and dramatic and teaching necessities. Irrelevancies may have to be cut out and additional minor characters added to help the unseeing audience follow the action. Archaic wording may have to be modernized for the children listening. None the less, the scene must be true in essentials although clarified and simplified perhaps. This holds true also for more imaginative historical dramatizations, on which one must so often rely, especially in illustration of social history. One example was a broadcast about a medieval English village, in which plot and characters were entirely fictitious, though the details of daily life illustrated were checked with scrupulous scholarship.

The dramatic method is a powerful means of touching the imagination, but there is much to be said for the "straight" speaker telling the audience directly of his own personal experience. Such personal, first-hand testimony about the past is limited, although radio can solve this difficulty by the use of a "characterized narrator." In a broadcast about Sir Thomas More, his adopted daughter, Margaret Clement, told the story and linked together the dramatic scenes. In this way it was possible to give an impression of More through the eyes of one who loved him, to show him not only as a statesman but as a father, and to use a style of narration which, in its restrained emotion, stressed the poignancy of the story.

Again, in a series of "citizenship" broadcasts, a famous broadcaster, F. H. Grisewood, "interviewed" a number of useful citizens of the past, ranging from Sir Christopher Wren to Florence Nightingale and Lord Shaftesbury. Clever characterization and fine acting gave the listener the illusion of personal contact with these great men and women.

What of the remote past? Obviously dramatic dialogue is not a suitable medium for illustrating the life of paleolithic man, and is out of the question in dealing say, with the age of the dino-

saur. In such cases, some form of running commentary is obviously needed. It is also useful where an elaborate scene needs to be described in a way that might seem "phony" in the mouth of a character in dramatization. For example, a broadcast on the Great Exhibition of 1851 in London was presented as a running commentary on the ceremonial opening of the exhibition by Queen Victoria, in which a number of famous broadcasters described the event exactly as if they were "covering" it for radio today.

But the outstanding example of the use of running commentary is certainly *How Things Began*, a series of some thirty-three broadcasts in which the story of the earth, life, and man is told from the Cambrian Period to the Iron Age in Britain. To meet the needs of children from ten to fourteen a story was invented in which a boy of fourteen, George, and a girl of ten, Alice, discuss with their Uncle Jim, who is knowledgeable about fossils and prehistory, various aspects of the remote past. They persuade him to pretend to be a BBC Observer from the Past, giving a running commentary, complete with sound effects, on a scene in a coal forest or neolithic village, or whatever may have been the subject of discussion. There is then, as a rule, further discussion to correlate what has been learned and to answer the question, "What's the evidence?"

The series appealed powerfully to children and has been repeated, with modifications, year after year, in response to insistent demands from teachers. It has undoubtedly led to a good deal of spontaneous activity, such as collecting fossils and other specimens; visiting museums; making notebooks, models, and peep-shows; and searching libraries for further information and illustrations.

Such are some of the methods used in Britain to extend children's experience of the past. Such success as Britain's school radio has achieved, has been largely the result of good teamwork—by program staff who are teachers as well as broadcasters, and skilled radio scriptwriters, with constant use of academic consultants, and thorough listening-end study. The last is important, for no school radio service can be consistently successful which is not planned and tested in the light of continuous observation in the classroom.—RICHARD PALMER.

# Program Planning for an Educational FM Station

**W**ITH THE GROWTH OF FREQUENCY MODULATION has come a corresponding increase in the number of educational radio stations owned and operated by Boards of Education. Among the problems faced by personnel with limited experience in broadcasting is that of program planning. There is still comparatively little in print on this phase of educational radio. Therefore it is hoped that this account of how WBGO approached it may be of value to others.

Basically, program plans for any radio station stem from two main ideas, the answers to two questions. *First*: what does the listening audience want? *Second*: what does the station believe the audience should want? And these two resolve themselves into one large consideration: How can the station best give the listening audience what it wants and what the station thinks it should want?

In the case of WBGO, the Newark Board of Education FM station, the first job was to help the audience—that is, the teachers and students in Newark's seventy schools—to decide what they wanted. Radio, as an accepted aid to classroom teaching, is new to our teachers. Worthwhile programs on commercial stations were seldom used because of conflicts between class schedules and broadcast times. Therefore, before programming could go very far, teachers had to be informed what WBGO could do for them. In Newark, in all our talks with teachers—and note that I say *with* teachers rather than *to* teachers—the radio staff was careful to bring out our particular beliefs about educational radio, its functions and its potentialities. We stressed two points: first, radio in the classroom should be a stimulus for thought and activity; second, radio should bring to the classroom something that the individual teacher cannot bring.

After taking this idea to teacher groups we then set about discovering in what areas the teachers felt that radio would be most valuable. It was a slow process at first because, until WBGO went on the air in February of this year, most of our potential audience had had no experience with radio programs planned specifically for classroom use. Now, after three months of broadcast-

ing to the schools, our school audience is stirring itself and letting us know what types of programs the schools want and when and how often they want them. Our programming for the next school year, 1948-49, is proceeding at a good rate, based almost entirely upon our school audience demands.

In the case of programming for the community, we attacked it from a different angle. What do we have within our school organization, we asked ourselves, that will be of value to the community? What can we offer them? What community and local government agencies could provide worthwhile programs or program material to the community and the schools? As a result of our evaluation of the situation, we now offer the community a consumer program sponsored by the Home Economics Division of the Department of Practical Arts; a series on child psychology by the psychiatrist who heads our Department of Child Guidance; a series about teen-age problems, sponsored by our county council of Parent-Teacher Associations; and programs by the Newark Central Planning Board. Although directed primarily to the community, most of these are also of value and interest to teachers and students on various grade levels. The Newark Public Library and the Newark Museum cooperate with us on programs for classroom listening and general community interest.

Now for the second idea back of our program policy—What do we believe our audience should want? We believe that our schools want and will find useful programs that have a definite bearing on the school curriculum. These should be programs that provide supplemental curriculum materials presented in such a way that each broadcast will lead to critical thinking and creative doing on the part of the students and teachers. We believe that they want programs in which students and teachers from many schools may participate, that teachers, students and parents, too, want to be an active part of WBGO. We believe that the community is vitally interested in its schools and wants to know about them. Because of these beliefs we now have such programs as our *Three Way Forum* where parents,

teachers, and students discuss topics of immediate interest and value to all three groups. *School Spotlight* presents a program planned, written, and produced by a different school each week. *One World in Newark* points out the contributions of Newark's varied national and racial groups. *Ride-the-Wind* brings dramatized stories of New Jersey Indians to the third grade *at the time in the school year* when Indians are being studied as a regular part of the third grade curriculum.

This seems a good place to point out and define the principle which underlies all that has been said before. In programming for an educational FM radio station, two things are essential. You must know the curriculum of your schools; you must consult with your audience. An idea that originates with the radio staff should be passed on to teachers in the potential audience before it is adopted. More than likely the original idea will be there when it finally becomes a program series, but valuable suggestions from teachers will have modified it somewhat. And why not? They are our audience and, like commercial radio, we must aim to please our audience.

So far, this discussion has centered on program content. Before leaving this phase of the subject, we must, of course, consider music programs. From the technical side of FM broadcasting, it is obvious that music broadcasts are a "natural," although for some educational stations broadcasting recorded music may become a problem. Because of the high fidelity of FM transmission, every little sound is heard on the receiving end. This means that the surface of records must be excellent. We have found that many records are unsuitable for use over an FM station because of surface noise. To program an hour of classical music five days a week, plus lighter music spots, and have the quality of reproduction up to standard is a costly proposition. We do it because we believe that good music—both classical and popular—is what our school and community audience have a right to expect from us.

While this broad planning of content of programs was taking place, the number of hours the station would be on the air daily and the length of programs



was decided upon. It is generally accepted, I believe, that a broadcast for classroom use in the elementary schools should not exceed fifteen minutes. Broadcasts for high schools might be as long as thirty minutes but we have found that a twenty or twenty-five minute program is more acceptable. This is true not only because of the students' attention span but because of the length of class periods. From three to five minutes at the beginning of the class period should be allowed for the group to get settled and ready for listening. There should be at least ten or fifteen minutes for follow-up immediately after the broadcast. In a forty-five minute period [the norm in Newark's high schools] "settling in," a twenty-five minute broadcast, and a fifteen-minute follow-up entirely fill the class time.

When the station has proceeded thus far in its plans, it is time to do some actual paper and pencil work on the detailed scheduling of programs. The first step in this phase of programming is to list all the program series to be considered. Next, arrange these series according to subject fields and, within the subject fields, according to potential audience—primary and/or intermediate grades; junior or senior high school; community. When this has been done, study the schedule carefully. How many programs may be included in more than one grouping? Are there too many high school programs in proportion to elementary? Are the lower grades, kindergarten through third, represented? Is there anything in the public relations field? Is any particular field—social studies, for example—over-weighted? Remember, your plan is still tentative and changes may be made. Try to balance the program schedule so that all your potential audience will be served.

When the final selection of programs has been made, consult with your production director and traffic manager. This is most important, for they are the ones responsible for getting the program schedule on the air. The broadcasts requiring production—a cast, music, sound, and studio rehearsal time—must not be more than the production director and his staff will be able to handle each week. The traffic manager is responsible for arranging studio space and time for broadcasts and rehearsals, so his advice is important at this point. At your conference with these two key men, your ten-

tative program schedule is likely to be revised again, but it will save many headaches later.

Now, the actual scheduling by day and time takes place. There are several ways in which this may be done; but first of all in programming classroom broadcasts, *consult the bell schedules of your junior and senior high schools*. If there is a set bell schedule for all the schools you serve, your problem is a comparatively easy one. Simply schedule their programs to begin about five minutes after the period starts. If the bell schedule varies, it is a real problem. About all one can do is to pick several times a day when the largest number of classes are in session and when the majority of classes will not be moving. Fortunately, elementary schools in most cities have a more regular bell schedule. But the appearance of a regular broadcasting schedule for a school radio station will generally be very different from that of a commercial station. We, in Newark, have found that we must occasionally schedule our classroom broadcasts at odd times such as 11:05 a.m. and 1:20 p.m.

After determining the best time of day for high school, junior high, and elementary broadcasts be sure to check to see that a program of music for third grade, for example, is not followed by a third grade science broadcast; or a high school English program by a high school mathematics broadcast. In the case of the third grade, it would be too much "radio" all at once, and would allow no time for follow-up activities. In the case of the high school programs, it might cause a problem in scheduling of radio sets in the school.

The next thing to be decided upon is the general plan for scheduling. There are several possibilities here. Will certain days of the week be devoted to senior high and junior high school programs and others to the elementary? Or will the majority of programs on each different day be devoted to a particular subject field, on all levels? Will there be a certain time each day devoted to programs on a certain grade level? Then, how often should classroom broadcasts be repeated? Shall they be repeated on the same day or on another day? What about scheduling community programs? Music programs for enjoyment? When all these decisions have been made, the weekly and daily program schedule may be compiled. At WBGO, we made the follow-

ing decisions for our first term of broadcasting.

[1] Classroom broadcasts would be rebroadcast the same day.

[2] Monday through Friday at 10:15 a.m. and 1:20 p.m. there would be classroom programs for senior and junior high schools.

[3] Monday through Friday at 11:05 a.m. and at 2:15 p.m. there would be classroom programs for elementary schools.

[4] Monday through Friday at 10:45 a.m. there would be programs for elementary schools.

[5] The closing broadcasts of the day as schools are preparing to dismiss, would be of general interest to teachers and community—music, interviews, etc.

[6] During the middle of the day, when most school lunch hours occur, light music would be broadcast. This would be followed by the Public Library broadcast because it is a time when housewives could relax and before they would be going out. Some classes in the high schools would also be meeting at this time and could utilize these programs.

Another item that should be allowed for in programming for an educational station is the special timely broadcasts that will come up each term. There are always special days, anniversaries, and worthwhile local activities that schools celebrate and publicize. Many commercial stations have daily or weekly programs that are held together by a personality or an idea, but whose content varies with these special occasions. Each FM educational station should also have such a spot to take care of such things as Public Health Nursing Week, Clean-Up Week, Kossuth Day, etc. Some of the broadcasts in this series may originate in school auditoriums and be adapted for radio. It is also desirable to have one or two five minute "spots" a day for special announcements from the Superintendent's Office, the Parent-Teacher Associations, the local youth organizations, the library, museum, etc. If time is not set aside for such things, other scheduled programs must be cancelled on occasion, with resultant confusion.

To conclude, let us summarize the five major considerations in programming for an FM educational radio station.

[1] Decide on the station's philosophy of educational radio.

[2] Determine your potential audience.

[3] Consult with your potential audience.

[4] Make and re-make your general program schedule by grades, by subject fields, by audience appeal.

[5] Through spots and broadcasts, allow for a flexible schedule.

And when these steps have been carried out, your educational FM station is well started on its way to a successful and useful year. [The next year, all's to do again!]  
—ROBERTA BISHOP FREUND, program director, WBGO, Board of Education, Newark, N. J.

# Recordings Are Here to Stay

**A**N ARTICLE TODAY dealing with transcriptions for school use need not necessarily be prefaced with the lengthy persuasive arguments of a few years ago. Teachers in ever increasing numbers are convinced of their potential value as tools. Why? For a score of reasons.

First of all they quickly resolve the conflict between rigid class schedules, on the one hand, and the equally inflexible schedules of radio broadcasts on the other. Secondly, a teacher may pre-study their content, maturity level, and general suitability, thus insuring proper conditioning of her students for the utmost in listening experience. The social studies teacher who is "sold" on recordings uses them to illustrate the establishment of social institutions, the growth of democratic principles, or the influence of famous personalities involved in these events. Similarly, the teacher of literature, poetry, or drama brings added enjoyment and meaning when she exposes her students to recorded professional enactments of scenes from Shakespeare, or to the reading of American and English poetry by competent artists. Better understanding among our various nationalities or races living in all parts of America—or in all parts of the world for that matter—can be fostered in large measure through our recorded ballads and folk music. Recordings of foreign languages likewise are useful to the classroom teacher.

These are but a few of the favorable arguments advanced by the enthusiastic teacher who speaks from experience. But she still has two serious problems. Perhaps her number one problem is to persuade "the powers that be" to buy her a good playback machine. Having hurdled that one successfully her number two problem is to locate material and to have some assurance of its suitability.

It was in an effort to relieve that situation that Dr. William B. Levenson, during his term as AER president, created the AER Record Review Committee early this year. The Committee's function is to gather available recordings and evaluate them for school use. This represents the first effort of its kind since the termination in 1941 of the Evaluation of School Broadcasts

## School Broadcast Conference

The Twelfth Annual meeting of the School Broadcast Conference will be held at the Hotel Sherman, Chicago, October 13, 14, and 15, with special sessions set aside for business and membership meetings of the AER. The Association has assumed responsibility for one general session, "Radio Education Around the World," Thursday morning, October 14. This meeting precedes the annual AER-SBC joint luncheon. At 6 p.m. on October 14 the AER Executive Committee will meet and on Friday, October 15, the AER membership meeting will be held.

In addition to the AER sessions a full schedule of demonstrations, work-study groups, luncheons, and dinners will complete the three day session. Television as well as radio in the classroom will be considered, and the Exhibit will present the latest in technological equipment.

Registration at the Conference is open to all interested in educational and public service radio. Hotel reservations should be made directly with the Hotel Sherman, Clark at Randolph Streets, Chicago, mentioning the School Broadcast Conference.

Project, at Ohio State University. In the closing year of that project, Dr. I. Keith Tyler, its director, arranged for the publication of *Recordings for School Use*, by J. Robert Miles, a catalog of appraisals of several hundred recordings which were found to be appropriate for classroom use. This book has proved to be extremely valuable to those who are charged with the selection of educational materials for schools or informal educational agencies. It is so arranged as to make it possible to select recordings not only upon the basis of the field, subject, or unit in which they might be used, but also on the basis of reliable information about their content and their value. Need for continuance of this evaluative service has been stressed time and again and it was finally agreed that the AER would be rendering a real service, not only to its members but to teachers everywhere, if it would assume the responsibility. It has required time for evidence of the committee's work to appear.

The work, necessarily, must be car-

ried on by busy members under classroom conditions. In order to equalize the work load twelve committee chairmen throughout the country have thus far agreed to organize local committees and to appraise the recordings which are to be furnished them through the general chairman, Gertrude Broderick. Their final summarized evaluations will be published as a monthly feature in the *AER Journal* and later as a supplement to the above mentioned catalog.

Following is a list of members of the newly formed committee: Elizabeth Chase, Washington, D. C.; Dorothy Frost, Seattle; Marjorie Lea Harm, Cleveland; Ola B. Hiller, Pontiac; Kathleen N. Lardie, Detroit; James F. Macandrew, New York; Elizabeth Marshall, Chicago; Ruth Weir Miller, Philadelphia; Elizabeth Goudy Noel, Sacramento; Helen Rachford, Los Angeles; Paul C. Reed, Rochester; Helen Stanley, Madison; and Gertrude G. Broderick, Washington, D. C., *Chairman*.

Local chairmanships will be rotated throughout the country and the number of committees will be increased periodically, particularly if the quest for new recordings is fairly fruitful. For the present at least, efforts will be concentrated on 16-inch discs, but with the advent of the new long-playing phonograph records, it is quite probable that before too long the service may be extended. There is notable improvement both in the quantity and quality of present-day recorded material and it is hoped that none of it will escape our attention. As a means to that end, it is expected that each AER member will regard himself as a committee of one to be responsible for alerting this special committee about programs that deserve attention.

The service is being launched next month with an appraisal of the latest in the series, *Books Bring Adventure*, produced by Gloria Chandler Recordings, Inc., and evaluated by a committee of teachers and students under the chairmanship of James F. Macandrew, coordinator of broadcasting, Board of Education Station WNYE, New York City.—GERTRUDE G. BRODERICK, director, Script and Transcription Exchange, U. S. Office of Education.

# Radio Conferences

## Indiana University

Highlighted by a speech by Wayne Coy, chairman of the Federal Communications Commission, the second annual Conference on Radio in Education at Indiana University July 29 and 30 brought some of the country's foremost radio personalities and educators together to discuss what radio can do toward meeting the needs of education.

Included in the two-day program were talks by authorities in the fields of radio and education, panel discussions, consultations, and exhibits.

Mr. Coy addressed an all-University convocation on "Radio as a Social Force" the first day of the conference.

The same day Ben Park, producer of *Report Uncensored*, which won the Peabody, Variety, and DuPont awards for the outstanding public service program of 1948, spoke on "Radio in a World of Tensions." Mr. Park is now writing radio scripts for the Chicago Industrial Health Association.

On the second day of the conference, Sterling Fisher, manager, Public Affairs and Education Department, NBC, talked to a luncheon group on "Radio and the Democratic Way of Life."

Ben H. Watt, superintendent of public instruction in Indiana, summarized the viewpoints of educators when he spoke on "The Role of Radio in the Schools of Democracy" at the first general meeting of the conference.

The panel discussions were conducted

on elementary school, adolescent, and adult levels. The panels were made up of educators, broadcasters, and representatives of public service groups.

Among the topics discussed were: radio in elementary, secondary, and adult education; radio councils; listening skills of children; critical listening; cooperation between radio and civic groups; and the service radio can be to education.

Consultants were available concerning educational recordings, classroom use of radio, audio equipment, radio councils, listener groups, and school radio stations.

The latest specially designed receivers for classrooms; disc, wire, and tape recorders; educational recordings and transcriptions; and phonographs and playbacks were included in the exhibits.

A demonstration also was given of the classroom utilization of "The Indiana School of the Sky," sponsored by the State Department of Education and broadcast statewide from the University Studios.

George C. Johnson, director of educational radio programs, Indiana University, was chairman of the conference, which was held in cooperation with the State Department of Education.

## Boston University

The advanced workshop on radio in education at Boston University, under the joint sponsorship of Boston Uni-

versity and the New England Committee on Radio in Education, covered the three-week period, August 2-20. Thirty-two teachers, supervisors, and librarians studied advanced techniques of radio production, scriptwriting, and the use of radio in education.

The emphasis was on practical work, using the facilities of Boston radio stations, according to Professor Samuel B. Gould, director of the workshop and head of the division of radio and speech at Boston University's school of public relations.

Planned to meet the needs of educators who have had some previous experience in radio, the advanced section concentrated on two general areas, scriptwriting and production, and the use of radio in schools.

During morning sessions work was carried on in the manner of an actual broadcast schedule. Participation in each phase of study was timed and every word spoken was recorded. In the afternoon the recordings were played back to the students for constructive criticism. In addition, frank comment was made by the instructor and by students themselves immediately following the broadcasts.

A revolving system of classroom participation allowed each student to engage in approximately half a dozen sessions at the microphone, in the control room, or as a spectator-listener. In this manner, the teachers gained self confidence and poise.

## All AER Members

**Attention!** Here are some questions I prepared for Executive Committee members. Every AER member is urged to send me his reaction to any or all of them. This is your Association and we are anxious to know your wishes.

[1] I recommend that the routine of memberships and other office work incident to the operation and functioning of the AER be continued in the Central Office, 228 N. La Salle St., Chicago.

[2] I recommend that the AER President be authorized to advise present Regional Presidents that an election should be held at the earliest convenient time and that the expense of this election be charged to the balance of regional credit now on deposit with the AER Treasurer.

[3] I recommend that the Executive Committee appoint immediately four



BEN H. WATT [center], Indiana superintendent of public instruction, talks with DEAN W. W. WRIGHT, School of Education, Indiana University [left] and GEORGE C. JOHNSON, director of educational radio programs, Indiana University [right], prior to addressing the second annual Conference on Radio in Education, July 29.



Directors-at-Large, to serve until May 1, 1949, as members of the Board of Directors. Please suggest up to four nominees.

[4] I recommend that the AER President take immediate steps to contact the several Foundations or other sources for partial assistance in meeting our financial problems.

[5] I recommend that the Alpha Epsilon Rho fraternity be approached relative to subscriptions to the *Journal* for their members covering a longer period than one year, when students are members of the affiliate organization for a period longer than one year.

[6] I recommend that a strong high school radio workshop committee be set up within the AER to work out the possibilities of an AER-sponsored high school national group.

[7] I concur in the appointment of Dr. Tracy F. Tyler as Editor of the *Journal* and recommend that a new Editorial Board be appointed. Please suggest the names of Board members.

[8] Provided it can be financed, I recommend that more pictures of school

and station activities be published in the *Journal*.

[9] I concur in the following appointments to one-year terms: Dr. William B. Levenson, AER representative to National Commission UNESCO; Dr. William B. Levenson, AER representative on FREC; Mrs. Gertrude G. Broderick, chairman, Transcription and Record Review; Thomas Rishworth, chairman, Radio Industry Relations; Olive McHugh, Scholastic-AER Script Contest; Dr. Sherman P. Lawton, National Collegiate Script Contest; Burton Paulu, Foreign Transcription Exchange.

[10] Please add any additional remarks you deem appropriate.—GEORGE JENNINGS, *President*.

### Los Angeles AER

A new AER Local Chapter has been organized in the Los Angeles area, an outgrowth of the summer radio workshop conducted by William Sener at the University of Southern California. Mildred B. Kaiser was elected temporary secretary-treasurer.

sues of the *Journal* will be open for pro and con discussion. The question is important and needs careful thought.—*The Editor*.

### Dr. Skornia Writes

As you probably know, the greatest shortage of German radio now is material to broadcast. I've shipped and am taking many of our scripts: on family adjustment, history, science, art, literature, social science, and many others. Some can be translated and used. Some can be rewritten to fit our needs. Some may be only models for series that can be done there.

My request is that at the earliest possible moment, everyone having sets of scripts for series we could use for adult education via radio send them on to me, parcel post prepaid, at the address given below. Wisconsin's *Following Congress*, and probably *Adventures in Our Town* and many others, even though earmarked for elementary or high schools, could be used. So could series that I'm sure many of you have. Your judgment will tell you what, but I hope you'll all please send *something*. It may tell the truth about America. It may tell the truth about health. It may only tell how oranges are grown. But we need them badly if radio in the American zone, which of course *covers* much more, is to meet the competition.

My assignment with OMGUS is to do all I can "to raise the general level of production at all radio stations." This includes what is done as well as how, and the training of personnel. I shall work at it with every ounce of energy at my command for as many hours a day as it takes, for I believe it's a job that must be done, and quickly. If you can spare *two* or more copies of scripts, all the better, for paper is worth its weight in gold. I expect to be stationed at stations in Berlin, Frankfurt, Munich, and Stuttgart. I'll be looking for your packages, addressed as follows: Dr. H. J. Skornia, c/o chief, Education and Religious Affairs Branch, IA & C Division, Office of Military Government for Germany [US], APO 742, c/o Postmaster, New York.

### Evaluate Wisconsin Series

The National Conference of Christians and Jews financed a study during the past year to determine the effectiveness of *Adventures in our Town*, a Wisconsin School of the Air series broadcast by Station WHA. This dramatized

## Idea Exchange

### NEA Affiliation?

Recently, President George Jennings wrote the following letter to Dr. Belmont Farley of the National Education Association:

I understand that Mr. Boutwell, Colonel Kent, and probably several other AER members have recently discussed with you the possibility of our affiliation with the NEA. As you know I personally have long been opposed to this move, chiefly because I am afraid that we would get lost in the shuffle. However, my personal opinion is subject to change and in any event such a move would have to be submitted to the entire membership for voting. Would it be asking too much to have you write me an outline of the usual procedure in such affiliation, what it involves, what we may expect from NEA, what our position in the NEA constellation might be, and so forth?

Dr. William G. Carr, associate secretary of the NEA, replied as follows:

The steps which need to be taken in order to start the procedure of becoming a department of the NEA are relatively simple. There must be a written application for departmental status giving the title and purpose of your organization. This written application should be formally endorsed at a meeting of the Association for Education by Radio and must be done at a meeting attended by at least 250 members of your organization. This application should then be communicated to me together with a copy of the Constitution of your Association. It must be presented to the Delegate Assembly of the NEA and must then lay over for one full year's consideration. Since the Delegate As-

sembly of the NEA opens next Monday in Cleveland, I take it that the first presentation could not occur before the summer of 1949 and that would mean that the admission to departmental status could not occur until the summer of 1950. No group may be admitted to departmental status unless it has held constructive meetings for at least three consecutive years, but I take it that this requirement would easily be met by your association.

The regulations governing the departments of the NEA can be found in the Charter, By-Laws, and Standing Rules of the National Education Association, Article IV, and the regulations governing admission of new departments are stated in Section 8 of Article IV. The pertinent material will be found on pages 291-92, inclusive, of the *NEA Proceedings, 1947*.

In conclusion, let me turn away from the matter of machinery to the broader issues. If your association should apply for departmental status, the question would certainly arise regarding its relationship to our existing Department of Audio-Visual Education. It would be natural for us to consult the opinions of that department and of other interested departments before action was taken by our Representative Assembly.

I do not think that it would be at all impossible to work out a mutually acceptable field of influence for the Association for Education by Radio, as well as for a Department of Visual Instruction, but that is a question which we would have to consider in the event that your association should apply for departmental status.

AER members are urged to write to President Jennings, indicating their opinions on this issue. Subsequent is-

series presents problems in human relationships, emphasizing respect for the individual despite differences in appearance, ability, race, religion, or culture.

The results of the study, which were exploratory in nature, revealed that attitudes were altered. But there is need of further study. The establishment of a long-time study of the influence of radio on attitudes and prejudices would be desirable. The National Conference of Christians and Jews has indicated an interest in such a continuing study. Interested readers of the *AER Journal* should write to Harold A. Engel, Station WHA, University of Wisconsin, Madison, for further information.

### Lardie to Beirut

The Department of State has announced the list of advisers to the United States delegation to the Third Session of the General Conference of the United Nations Educational, Scientific, and Cultural Organization which is scheduled to be held at Beirut, Lebanon, October 18 to November 10, 1948.

One of the members of this delegation approved by the President and Congress is Kathleen N. Lardie, supervisor of radio and manager of Station WDTR, Detroit public schools. Mrs. Lardie, representing the AER, has been a member of the United States National Commission for UNESCO for two years and is now chairman of the panel on Educational Broadcasting which has been created to handle problems concerned with the educational uses of radio in their relationship to world peace.

It is expected that representatives of the thirty-nine governments which have adhered to the UNESCO Constitution will attend the forthcoming meeting.

UNESCO, a specialized agency of the United Nations, designed to foster international understanding through educational, scientific, and cultural activities, was launched at a meeting of forty-one members of the United Nations at London in November, 1945. The main objective of the Organization is to contribute to peace and security by promoting collaboration among nations in every field of knowledge. The First Session of the General Conference of UNESCO was held at Paris in November and December, 1946. The Second Session was held at Mexico City in November and December, 1947.

### Speech Recordings Needed

Outstanding speeches of World War II, in recorded form, are badly needed for a research project at the University of Minnesota. Especially sought are those by Churchill, Hitler, Chamberlain, Lindbergh, and Willkie.

Networks, stations, or individuals having such recordings are urged to communicate with Professor William S. Howell, Department of Speech, University of Minnesota, Minneapolis 14. He will be glad to pay a reasonable price for the purchase or rental of such recordings.

### Securing Journals in Bulk

Regional and local AER Officers may secure a limited number of copies of the *Journal* for special meetings or other promotional activities. These copies should be placed in the hands of teachers, school administrators, and radio executives where they will be of greatest benefit to the AER. Requests made before the sixteenth of the month will insure copies of the next month's issue. Address your requests to George Jennings, 288 N. La Salle St., Chicago 1.

Have you called on your local librarian with a sample copy of the *Journal*? Do the professional and student libraries of your school have copies available? Does your school superintendent get his copy each month? Has each station manager in your area received a copy of the *Journal*? How about your state and local PTA radio chairmen? They should, by all means, be AER members.

### United Nations Day

October 24 has been designated as United Nations Day and people all over the world are expected to devote some time then to set forth the aims and achievements of the United Nations. NBC plans special programs for the entire week. Other networks and stations are expected also to celebrate.

## Alpha Epsilon Rho



The annual meeting of the National Council of Alpha Epsilon Rho was held in conjunction with the 1948 Institute for Education by Radio, in Columbus, Ohio, in May. The following chapters were represented by delegates: Alpha, Beta, Gamma, Delta, Epsilon, Eta, Iota, Nu, Lambda, Xi. The following chapters were represented by proxy ac-

cording to constitutional provision: Theta, Mu, and Omicron.

Dr. Sherman P. Lawton, executive secretary, conducted all meetings. Reports of chapter activities, committee reports, constitutional additions and amendments, and national elections were considered during the two-day session. Three new chapters were admitted to membership: Phi, University of Texas, Austin; Tau, Lindenwood College, St. Charles, Missouri; Upsilon, University of Arizona. The applications of Texas College of Mines and Metallurgy, El Paso; and the University of Missouri, Columbia; were tabled, pending early fraternity action this fall.

A new national office was created in the organization, that of student president, with the duties of assisting the executive secretary, regional vice-presidents, and individual chapters. Mort Granas, president of Eta Chapter, University of Alabama, was elected student president for 1948-49.

A special breakfast for all delegates was held Saturday, May 1, in the Deshler-Wallick Hotel. Epsilon Chapter, Ohio State University, was in charge of arrangements.

At the final meeting of the National Council an election was held for the office of executive secretary. Betty Thomas Girling, regional vice-president, was elected to serve for three years.

**Alpha**, Stephens College—On March 21, Alpha Chapter pledged twenty-eight girls. Pledging ceremonies were conducted at KWWC, the Stephens College station, followed by a waffle breakfast at Stephens College Country Club. Membership in Alpha Chapter now stands at forty-nine, with eleven honorary members.

**Gamma**, University of Minnesota—New members: Irving Fink, John Hastings, and Zerl Johnson.

**Epsilon**, Ohio State University—Patricia Garrity has succeeded Patricia Harruff as secretary of Epsilon. Miss Harruff graduated in March. On April 9, Epsilon Chapter held a theatre party for its members at the Hartman Theatre in Columbus. Glen Elstrum has been elected temporary advisor for the organization.

**Omicron**, Brigham Young University—Six members now hold positions at local commercial radio stations. KBYU, the school radio station, has been moved into larger quarters. KBYU broadcast, as a special events program, remotes from all over campus on "Y" Day, the day for campus cleaning. The broadcast was later rebroadcast by local commercial station, KCSU.

**Pi**, Baylor University—On March 24, Pi initiated five new members. Also initiated were two associate members, John W. Bachman, chairman of the radio department, and Dr. Walter H. Juniper, assistant dean of the University. The formal ceremony was followed by a dinner. During the month of April, a half-hour dramatic program, the AER Playhouse, was presented each Wednesday at 7:30, over station KWTX, Waco. Several plays from the World Security Workshop were included in the series.

**Questions** concerning Alpha Epsilon Rho should be addressed to Betty Thomas Girling, Executive Secretary, Alpha Epsilon Rho, Station KUOM, University of Minnesota, Minneapolis 14.